

## California Blue Ribbon IEP Task Force

### Priority Issue #6: Clear, Articulate List of Appropriate Accommodations/Modifications that are Listed by Specific Disability (menu of strategies for teachers to tie to the regular classroom)

Activities or Solutions	Benefit or Impact
1. Identify research-based strategies for various disabilities/conditions. <ul style="list-style-type: none"> <li>• Link to Best Practices Work Group</li> <li>• Link to LRE Workgroup</li> <li>• Coordinate with ELL standards training</li> <li>• Include specific evidence-based strategies for specific condition.</li> <li>• Include strategies for evaluation of IEP implementation and student outcomes.</li> <li>• Include supplementary aids and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased success for students.</li> <li>• Increased supports for teachers.</li> <li>• Increased IEP involvement.</li> <li>• Increased students would be an integral part of the school.</li> </ul>
2. Publish, train on a menu of strategies identified (see #1)—List subject specific adaptations/strategies for teachers.	<ul style="list-style-type: none"> <li>• Increased success for students.</li> <li>• Increased supports for teachers.</li> <li>• Increased IEP involvement.</li> <li>• Increased students would be an integral part of the school.</li> </ul>
3. Develop a checklist of accommodations and modifications for students with special needs that a general education teacher could be given in IEP meetings to try in the classroom.	
4. Develop a form of parents to be completed prior to the IEP that would identify strengths of the child. The general education teacher could use this information provided by the parent to identify appropriate accommodations (e.g., student gifted in piano might create piano performance to demonstrate understanding of a book rather than a traditional book report.). Information provided by the parent is not something “testing” would tell the teacher.	
5. Develop a list of potential accommodations and modifications—provide training and dissemination of this list.	<ul style="list-style-type: none"> <li>• More opportunities and interventions would be provided before identification of students for special education.</li> <li>• Modified and developed materials also provide links to developed materials.</li> </ul>
6. Provide extended teacher year for training of the teachers on interventions, accommodations, modifications, and other identified areas.	
7. Disseminate information on the new handbook of goals and objectives.	
8. Develop guidelines for including students of all disabilities for staff—followed by training regarding how to use these guidelines.	<ul style="list-style-type: none"> <li>• Increase in appropriate accommodations for students.</li> <li>• Staff better able to make informed decisions.</li> <li>• Improved staff qualifications and quality.</li> </ul>

Activities or Solutions	Benefit or Impact
9. Compile glossary/bibliography of resources/strategies.	<ul style="list-style-type: none"><li>• Greater assurance that students receive appropriate accommodations.</li></ul>
10. Include assistive technology guidelines.	<ul style="list-style-type: none"><li>• Improved skills by staff to make informed decisions.</li></ul>
11. Develop training and other materials to ensure that students receive appropriate accommodations and staff is able to make informed decisions.	
12. Ensure participation in state mandated testing.	
13. Include resources such as BTSA resources, SEACO Curriculum, Systematic Academic Instruction in English (SDAIE) strategies, and Primary Resource Intervention Manual (PRIM).	<ul style="list-style-type: none"><li>• Improved staff qualifications and quality.</li></ul>